

Preparation: Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport. Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

Say: *Welcome to the Professional Development Module for elementary RTI: Reading. I'm glad you're here!*

Introduction

Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.

Say: *This training identifies evidence-based practices that will validate what you are already doing in your teaching practice and will hopefully motivate you to want to try some new practices.*

Orientation to Materials

Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.

•**Professional Development Lesson Overview and Visual Diagram:** Explain that the diagram is simply the overview diagram for the module—we will discuss this diagram in more depth in a moment. Explain that the lesson plan is very important for their own implementation of the module, as it provides an overview for each slide and activity, coupled with the recommended time for each slide and activity. This lesson planning chart is extremely helpful not only in their own preparation, but also if they have to spread out the module over several smaller sessions, as it can help determine what can be covered for each session.

•**Presenter Notes:** Explain that the presenter notes are the slides that contain all of the notes for the presenter. Note that participant notes or any media, such as a movie, is needed they will see an icon on the slide as an indicator.

•**Participant Notes:** Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.

•**Handouts:** Explain that the handouts are additional resources that will be referenced often. The handouts have been created by Doing What Works website and the Montana Office of Public Instruction.

Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front.

Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)

Then, move to the next slide to establish additional norms for the day.

No Media

No handout



Say: *This visual diagram illustrates the recommended practices found in an effective RtI framework. The recommended practices include universal screening, progress monitoring and differentiation, and systematic skill instruction.*

You have a larger copy of this slide in your handouts for easier viewing.

Take one minute to scan this diagram.

Say: *Now turn to a shoulder partner and discuss the components of the diagram. Be prepared to share something from the diagram with the group.*

Call on two or three individuals to share something they observed about the diagram.

Media is imbedded in power point: *Response to Intervention Framework in Primary Grade Reading Visual Diagram*
 Handout #1: *Response to Intervention Framework in Primary Grade Reading Visual Diagram*

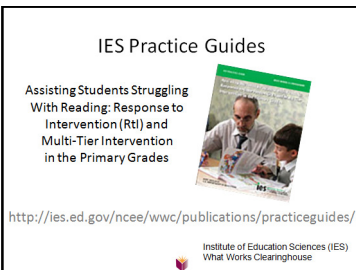


Recommended Practices

1. Universal Screenings
2. Progress Monitoring and Differentiation
Based on Data
3. Systematic Instruction



Say: In this module we will explore the research evidence for successful Rtl reading implementation in the primary grades through three recommended practices: Universal Screening, Progress Monitoring and Differentiating, and Systemic Skill Instruction. This module will explore each of these practices through various multimedia and activities.







Say: This Practice Guide is the foundation for the Doing What Works content on Response to Intervention in reading. The practice guide is available on the US Department of Education's Institute of Education Sciences What Works Clearinghouse website if you would like more information.

The Practice Guide was developed by an expert panel convened by the Institute of Education Sciences.

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: Includes five recommendations designed to help educators use Response to Intervention (RtI) practices to identify students who need assistance in reading and to implement focused interventions to promote their reading achievement. A summary of the research evidence and a level of evidence rating are provided for each recommendation. For the Doing What Works website, these five recommendations have been merged into four practices.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Practice Organization

- **Practice Summary**
Gain an overview of a practice & see the issues it addresses. 
- **Learn What Works**
Understand the research base behind the practice. 
- **See How It Works**
Examples of schools engaged in these practices. 
- **Do What Works**
Action ideas and examples of tools to improve your own practice. 

Say: Each practice is organized on the Doing What Works website into these four categories. The RTI Elementary Reading module is designed around these same categories to support users in finding the information they are interested in delivering.

Practice Summary

This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works

This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.

See How It Works

This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works

This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

RTI KWL Activity		
What Do You Know?	What Do You Want to Know?	What Have You Learned?

Preparation: Create a KWL chart from three pieces of chart paper. Write “K” What do you KNOW?, “W” What do you Want to KNOW, and “L” What have you LEARNED at the top of each chart paper.

Materials: Chart paper and marker.

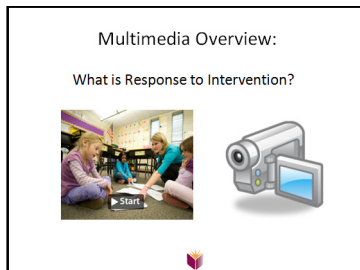
Participants should stay in their groups.

Use the signal you established to bring the groups attention back to you.

Say: In your groups you are going to fill out the first two columns of your KWL chart handout. Please identify a spokesperson for your group to share one thing you know and one thing you want to know about RTI to the rest of the group. Generate many answers as you will need to share something different than what the other groups have shared.

Allow 5-7 minutes for groups to generate ideas for first two columns.

Randomly choose groups to share and write their answers on the chart paper (allow 3-4 minutes for individual check-in).



Say: *This video is an overview of an RTI framework and explains why states and districts are choosing to implement RTI systems. Watch as Dr. Russell Gersten and Dr. Sharon Vaughn share their ideas about why RTI has spread rapidly as a solution to helping struggling students.*

They describe some important components of RTI that will include:

- conducting universal screenings
- providing quality core instruction and intensive tiered interventions
- using progress monitoring data to make informed instructional decisions

Highlights:

Reasons for the spread of Response to Intervention (Rtl) including:

- the role of Reading First in encouraging interventions
- meeting the interests of school psychologists
- characteristics of Rtl as voluntary with lots of options for implementation
- Rtl as a cohesive framework for building on existing reform elements
- workable way to get regular and special education systems to work together

Converging evidence around the important components of Rtl such as screening, tiered interventions, and systematic instruction

Core components that are common to Rtl frameworks:

- importance of valid screening instruments
- importance of quality core instruction
- tiered interventions geared to level of student need
- frequent progress monitoring and analysis of data to guide decision making

Media Needed: Multimedia Overview (4:33 min)
No handouts

Activity

Discuss with a partner:

-What are some reasons that RTI is being widely used across the nation?



-What are some of the core components commonly found in an RTI framework.



Say: Find a partner and discuss the following two questions.

-What are some reasons that RTI is being widely used across the nation?

-What are some of the core components commonly found in an RTI framework.

Ask participants to share ways that these ideas are being used in their current teaching practices.

No Media
No Handouts



Say: Listen to Dr. Gersten and Dr. Vaughn as they share their ideas about why Rtl has spread rapidly as a solution to helping struggling students. They also describe some important components of Rtl, including conducting universal screening, providing quality core instruction and intensive tiered interventions, and using progress monitoring data for instructional decision making.

Ask participants to write down at least three ideas from the video on a sticky note as they listen.

Media: Expert Interview: Evolution of Response to Intervention (7:03)
Handout: None



Partner Discussion

Tell, Add, Check

Tell everything you remember about the video

Add by filling in or clarifying

Check and see if responses align to the video



Say: *Tell your partner about the ideas you remember from Dr. Gersten and Dr. Vaughn's discussion regarding the evolution of RTI. Add by filling in or clarifying. Check and see if your responses align to the video (next two slides).*

This time find your "The Hat" partner.

Give participants 3-5 minutes for this discussion.

Check in with individuals and refer to the next two slides as they give answers that align with the video.

No Media
No handouts

Evolution of RTI

- Reauthorization of IDEA, changes in special education law
 - Offers options and flexibility with eligibility determination
- Reading First introduction to interventions for K-3 Grade
- More active and creative school psychologist role



As you check in with individuals after the tell, add, check partner discussions refer to this slide when an answer is given that is contained within the slide.

Review any answers from the slides that were not given and reinforce the ideas on the slides with a brief personal experience if time allows.

Evolution of RTI

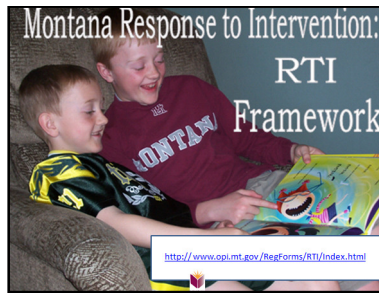
- Screenings have become quick and sensitive
- Increased intervention options for reading
- Teachers are encouraged to work together
- Attempts to have general educators work with special educators to meet students needs more efficiently
- Increase in evidence of effective instruction



As you check in with individuals after the tell, add, check partner discussions refer to this slide when an answer is given that is contained within the slide.

Review any answers from the slides that were not given and reinforce the ideas on the slides with a brief personal experience if time allows.

No Media
No handouts



Say: Over fifty educational stakeholders from Montana met throughout the 2007-2008 school year and developed the Montana RTI Framework to provide guidance to elementary districts, schools, and educators who were interested in learning more about successfully implementing the key components of RTI.

This is the cover of the Framework. *Say: The Montana RTI framework can be download from the OPI website.* [http:// www.opi.mt.gov /RegForms/RTI/Index.html](http://www.opi.mt.gov/RegForms/RTI/Index.html)



Say: Educational stakeholders from Montana identified eight essential components that must be implemented for effective school improvement and instruction.

Read through these eight components and circle the one that you would most like to learn more about and put a star next to the one you are most comfortable with.

Allow 1 minute.

Say: Now turn to your shoulder partner and tell them why you choose these two components.

Allow 1-2 minutes for discussion.



Say: This is one visual representation of an effective RTI Framework. This visual was developed by the Utah Education Agency and was identified during the stakeholder meetings by Montana educational stakeholders as a good visual representation for the Montana RTI Framework.

Note that effective RTI implementation continually matches instruction to students and staff needs in order to improve student outcomes through:

1. Academics
2. Behavior
3. Coaching and Support (For Educators and Students)

There are no lines defining cut-off points. Student movement through the tiers is fluent and ongoing and may be based on behavior, academics, or both.

When an RTI framework is fully implemented all students receive high quality research-based core instruction therefore 80-90% of students are meeting benchmarks set by performance indicators. All staff are being proactive and preventative through explicit and systematic instruction.

Some students may require additional support through targeted interventions. When core instruction is effective only 5-10% of students will need this additional support.

A few students may be lacking many skills and will need even more intensive interventions. Ideally we would like to see this be less than 8% of our school population.

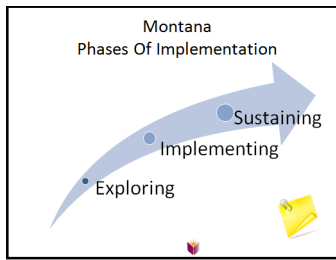
Throughout the continuum we may have students who have been identified for special education or gifted and talented. These students may receive the same instruction as some students who are not identified.

When beginning RTI implementation most schools will have some of the essential components partially or fully in place. Remind participants that there are eight essential components and they all work interchangeably to create a healthy system that supports all educators and all students. When this happens the numbers in this visual are achieved.

Not all schools are created equal. Some schools face higher levels of poverty, mobility, and absenteeism that make it more difficult to achieve these goals than others. It takes time, collaboration, strong leadership, and ongoing training and education of staff to meet these goals.

Most schools do not begin here but through hard work, strong leadership, and careful planning it is possible.

No Media
No Handout



Say: *Montana schools implementing an RTI framework identify which stage of implementation they are in to prioritize implementation needs. There are three stages of implementation: 1) exploring, 2) implementing, and 3) sustaining.*

The phases of implementation are identified by the OPI and by district leadership teams through various tools (self assessment tool, continuous improvement components chart, continuous school improvement plan monitoring process, and the Rtl Implementation Scale).

The RAND study (Berman & McLaughlin, 1978) identified three stages of implementation that align with these three phases.

Exploring:

District leadership provides information and teachers are given opportunities to experiment and try implementation without a lot of accountability. During this time enthusiasm, commitment, dedication, and support is developed. Professional development may include training, reading, book and journal studies, DVD's, and in-class support.

Implementing:

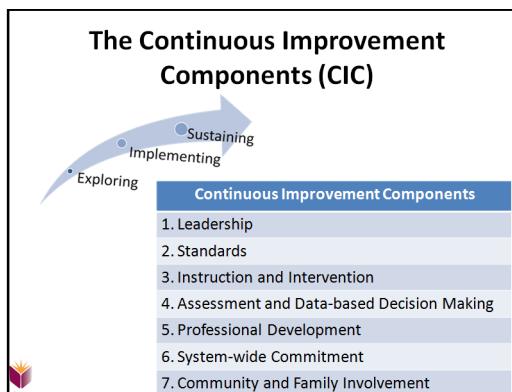
During the implementation phase more accountability measures may be placed on implementation expectations. Professional development continues to occur as well as follow-up and feedback. Review and refinement sessions should occur as well as classroom observations, peer coaching, collaborative lesson development, and ideas sharing.

Sustaining:

The sustaining phase is marked by acceptance of the new process as standard educational practice system-wide. Processes should be in place for newcomers to the school. Procedures should be in place to continue to measure the effectiveness of the process and if there is a dip in performance the process will need to become a priority once again.

When a district is at the sustaining phase of implementation it is expected that the components introduced at the exploring and implementing phases will continue to be applied. System reform is complex and must focus on the development and interrelationships of all of the main components of the system simultaneously.

It is recommended that schools choose three to five goals at one time to work toward within their action planning processes.



Say: The Montana Literacy Panel convened throughout the 2010-2011 school year to develop the Montana Literacy Plan to provide guidance for communities, early learning environments, and schools as they plan for comprehensive literacy instruction for children birth through grade twelve. This group of educational stakeholders from across the state identified these seven Continuous Improvement Components as essential to effective comprehensive literacy curriculum, instruction, and assessment.

Montana received a Department of Education formula grant for to write a comprehensive literacy plan which states were required to have in place to be eligible to write the Striving Readers Grant. The Montana RTI Framework, the Early Learning Guidelines, and the newly adopted Montana Common Core Standards were important guiding factors for the development of the Montana Literacy Plan. Montana was awarded the Striving Readers Grant in September 2011.

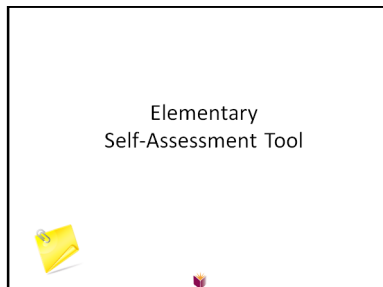
Link to the Montana Literacy Plan:

http://www.opi.mt.gov/pdf/Instructional_Innovations/MSRP/11Nov23_LiteracyPlan.pdf

CIC and Montana RTI Alignment

7 CIC's	8 RTI Essential Components
1. Leadership	1. Strong Leadership
2. Standards	2. Evidence-Based Curriculum and Instruction
3. Instruction and Intervention	3. Ongoing Assessment
4. Assessment and Data-based Decision Making	4. Data-Based Decision Making
5. Professional Development	5. Collaborative Teaming
6. System-wide Commitment	6. Ongoing Training and Professional Development
7. Community and Family Involvement	(5.) Collaborative Teaming
	7. Fidelity of Implementation
	8. Community and Family Involvement

Say: This slide shows the alignment of the Continuous Improvement Components with the Montana RTI Essential Components.



Say: This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals.

Explain that school districts use this tool to identify which components are currently in place and to decide on areas in which further action is needed. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework.

Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place.

The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the sustaining phase of implementation it is expected that the components introduced at the exploring and implementing phases will continue to be applied.

Allow participants 10-15 minutes to work on the self-assessment.

Note- You can break this self-assessment tool into sections and have participants do a section periodically throughout the training rather than all at one time.

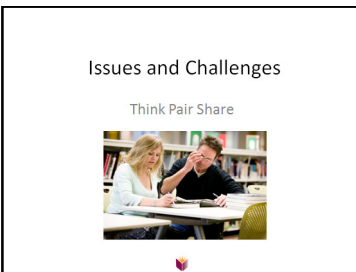
Share with participants that this self-assessment is part of the Montana Literacy Plan and can be found in the appendix of the document.



Say: Listen as Dr. Gersten and Dr. Vaughn discuss some issues and challenges that have arisen as states and districts implement Response to Intervention (RtI) systems.

The issues and challenges discussed include changes in staff roles and responsibilities, the limited resources in mathematics for screening and intervention, and the differences in RtI implementation in middle and secondary school. They share lessons about what has been learned, including the importance of setting priorities and staging RtI implementation.

Media: Expert Interview: Issues, Challenges, Lessons (7:12)
Handout: None



Materials: Chart Paper and Sticky Notes

Say: *Take one to two minutes to write down two or three issues or challenges your district is facing with RTI implementation. You may use the sticky notes provided or your own paper.*

Give participants 1-2 minutes.

Say: *Now find your "Where the Wild Things Are" partner and share your ideas.*

Give participants about 3 minutes. Write "Issues and Challenges" on chart paper and then mingle from group to group and listen to the discussions of the participants.

Ask: *What were some of the issues and challenges your district is facing?*

Check in with individuals and write answers on chart paper.

No Media
No handouts

Challenges

- Redefining Roles and Responsibilities
- Where to Start
- Student Engagement
- Screenings, Assessments, Interventions, and Instructional Strategies



Say: *Here are some of the issues and challenges that Dr. Gersten and Dr. Vaughn discussed. Many of you reiterated these challenges through our discussion.*

Read and briefly review any of the challenges listed on the slide that was not already talked about through the previous activity.

RTI and Special Education

- No legal position from the US Department of Education mandating whether Tier 3 instruction should or should not be designated for students receiving Special Education services
- States can define
- Montana stakeholders agree that Tier 3 instruction can be for all students with or without disabilities.



Say: As Dr. Gersten explained there has not been a legal position from the US Department of Education or the court systems mandating whether tier 3 instruction should or should not be designated for students receiving Special Education service therefore states can and have defined what their multi-tiered system entails.

When Montana stakeholders met to define RTI and develop the Montana RTI framework this was a big topic of discussion and the consensus was that in an effective RTI framework tier 3 instruction should be available for any student who needs more intensive instruction whether they have been identified with a disability or not.

You may discover that a student who does not have an IEP requires more intensive tier 3 instruction and you may find a student who does have an IEP for speech services who's needs are being met in tier 1 core reading instruction and does not require any additional interventions.

Direct participants to the Montana RTI Documentation Form handout and give them 2-3 minutes to look it over with their shoulder partner.

Tell participants there is more information regarding Special Education and RTI available on the Office of Public Instruction website.

Media: None

Handout #6: Montana RTI Documentation Form

Lessons Learned

- Need patience, implementation takes time
- Districts should carefully build a framework for implementation from the bottom up
- Prioritize a few areas at a time and implement them well
- Focus professional development efforts towards those areas

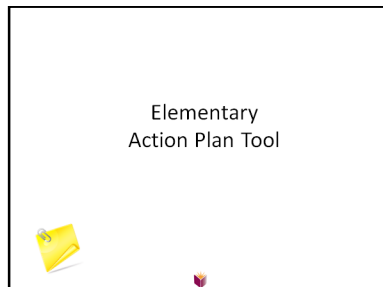


Say: *Dr. Gersten and Dr. Vaughn also discussed some of the lessons learned.*

Briefly review the lessons learned by reading through them. Share a personal experience or story that helps illustrates these lessons.

- Need patience, implementation takes time
- Districts should carefully build a framework for implementation from the bottom up
- Prioritize a few areas at a time and implement them well
- Focus professional development efforts towards those areas

No Media
No handouts

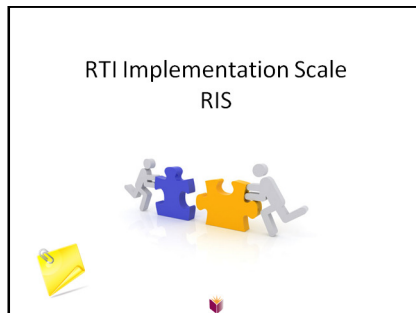


Say: This action plan tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals.

Explain that school districts use this tool to develop goals for those areas in which further action is needed. On-site Leadership Implementation Teams will use this tool to formulate next step actions that are necessary to strengthen those processes your district or program already has in place.

Allow participants 10-15 minutes to work on the self-assessment if teams are attending the training together. This action plan tool can be broken up into parts and each section can be filled out at separate time throughout the presentation as well.

If schools are not doing training in teams and this is an introduction to the tools available then give participants 2-3 minutes to look over this form and discuss how they could use it in their teaching practice.



Say: This RTI Implementation scale is designed to be used by specialists outside the district to measure the phase of implementation of each of the RTI components. Districts and schools are encouraged to use the information to determine actual phases of implementation identified in the self assessment to determine highest action plan priorities.

Explain that school districts use this tool to develop goals for those areas in which further action is needed. On-site Leadership Implementation Teams will use this tool to formulate next step actions that are necessary to strengthen those processes your district or program already has in place.

Allow participants 10-15 minutes to work on the self-assessment if teams are attending the training together. This action plan tool can be broken up into parts and each section can be filled out at separate time throughout the presentation as well.

If schools are not doing training in teams and this is an introduction to the tools available then give participants 2-3 minutes to look over this form and discuss how they could use it in their teaching practice.